

## What makes a great speech?

These aspects need to be considered when constructing and presenting both the prepared and impromptu speech:

<p><b>MANNER</b></p>	<p>20% of the mark</p>	<p>Manner refers to the presentation of the speech. The key to good manner is to be natural. Acting, singing, dancing and competitor introduced props are not allowed.</p> <p><b>Parts of manner include:</b></p> <ul style="list-style-type: none"> <li>• <u>Eye Contact</u> – Speakers should look at the whole audience by focusing on audience members in different areas of the room for a short period of time. Palm cards should always be used but as little as possible should be written on them. Speakers are encouraged to use palm cards, not pieces of paper. Speakers should not read their speeches; they should deliver them.</li> <li>• <u>Stance</u> – Speakers should be comfortable but should not do anything that distracts from what they are saying.</li> <li>• <u>Voice</u> – Speakers should modulate tone, expression, volume and speed without appearing unnatural. They should not force their words or yell at the audience.</li> <li>• <u>Gesture</u> – Gestures should be natural and not planned.</li> </ul>
<p><b>MATTER</b></p>	<p>40% of the mark</p>	<p>Matter refers to the content in the speech. Speeches should be as original as possible. Each speech should have a key argument or point of view. Speeches must be of a persuasive nature and not simply sequential information about a topic.</p> <p><b>Topic Selection:</b> Speakers should choose a topic that they feel very strongly about so that they can speak with sincerity. They should choose topics that will be of interest to the audience.</p> <ul style="list-style-type: none"> <li>• <u>Early Stage 1 and Stage 1</u> students can choose relatively simplistic topics such as pets, holidays, family members, etc.</li> <li>• <u>Stage 2</u> students can also choose relatively simplistic topics but they should be encouraged to talk about other people considering a broader context such as a community or national focus. Their entire speech should not just be about themselves.</li> <li>• <u>Stage 3</u> students should state their point of view and then be encouraged to link their ideas to an issue or problem in society such as the environment, war, poverty, etc. They should be linking ideas to other people and the world in general for their entire speech.</li> </ul> <p><b>Message:</b> Each speech must have an overall persuasive argument. Speakers should incorporate their own point of view so that their speech does not become an information report. The speaker should make his/her opinions clear and they should leave the audience with something to think about.</p> <ul style="list-style-type: none"> <li>• <u>In Early Stage 1 and Stage 1</u> the message can be relatively simplistic.</li> <li>• <u>In Stage 2</u> speakers are encouraged to justify their opinion.</li> <li>• <u>In Stage 3</u> speakers should also justify their opinions but their message should be more profound and more specifically linked across a wider world view.</li> </ul> <p><b>Arguments:</b> Speakers should support their opinions with several reasons and ideas. Persuasive points made should be logical and well-explained.</p> <p><b>Examples:</b> Speakers should support and prove their arguments and ideas with examples. An example in public speaking refers to people, places and events that have happened in the real world and that have been reported. Students should aim for their examples to be on or more of the following: real, recent, reported, reasonable and relevant.</p> <p><b>Language:</b> Students should understand, be familiar with, and be able to correctly pronounce the language contained in their speeches. A good speech will avoid: slang, informal language, interjections like 'yuck', incorrect grammatical structure, incorrect pronunciation, mumbling.</p>